



# Information about Public Education in Massachusetts

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Office of Planning, Research and Evaluation  
Massachusetts Department of Education



## **Introduction**

This packet provides basic facts about education in Massachusetts. Information provided includes elementary and secondary public education, and state-supported early childhood and adult basic education programs. Data is for Fiscal Year 1990, unless stated otherwise. Where possible and appropriate, comparative figures are provided to show changes over time or to contrast Massachusetts and U.S. data.

An appendix cites data sources, and provides notes and selected definitions where explanation of specific data elements is necessary. The information presented represents only a partial picture of education in the Commonwealth. For additional information, please contact the Office of Planning, Research and Evaluation, Massachusetts Department of Education.

### **Categories of Information**

1. Public School Enrollment
2. Educational Personnel
3. School Districts and Schools
4. Educational Collaboratives
5. Early Childhood Education
6. Adult Basic Education
7. Educational Finance
8. Curriculum
9. Testing Programs
10. Selected Educational Indicators
11. Funding for School Reform Initiatives



# Education in Massachusetts

Figures in parentheses indicate percent of total public school enrollment.

1. Public School Enrollment	October 1980	October 1989
<b>Public and Private</b>		
Public	1,001,760	827,396
Non-Public	139,125	125,586
% Private of Total	12	13
<b>Grade</b>		
PreKindergarten	1,942 (.2%)	6,819 (1%)
Grades K-6	481,411 (48%)	456,092 (55%)
Grades 7-8	161,865 (16%)	116,988 (14%)
Grades 9-12	340,004 (34%)	235,350 (28%)
Grades 13-14	5,205 (.5%)	1,808 (.2%)
Ungraded	11,333 (1%)	10,339 (1%)
<b>Gender</b>		
Male	513,249 (51%)	426,108 (51%)
Female	488,511 (49%)	407,288 (49%)
<b>Race/Ethnicity</b>		
Asian	10,952 (1%)	26,641 (3%)
Black	60,024 (6%)	62,020 (8%)
Hispanic	35,096 (4%)	60,941 (7%)
Native American	1,211 (.1%)	1,055 (.1%)
White	894,477 (89%)	676,739 (82%)
<b>Linguistic Minority</b>	53,395 (5%)	87,847 (11%)
<b>Low-Income</b>	*	93,595 (11%)
<b>Chapter 1</b>	73,398 (7%)	70,412 (9%)
<b>Transitional Bilingual Education</b>	19,987 (2%)	39,747 (5%)
<b>Special Education</b>	135,739 (13%)	143,373 (17%)
<b>Voc-Tech. Education</b>	46,680** (14%)***	35,855(15%)***
<b>Occupational Education</b>	*	30,827(13%)***

Kind of Community	Number Cities or Towns	Number Regional School Districts	October 1989 Enrollment
Urban Centers	45	15	348,644 (42%)
Economically Developed Suburbs	59	15	99,690 (24%)
Growth Communities	46	14	98,504 (12%)
Residential Suburbs	53	12	76,656 (9%)
Rural Centers	61	20	73,599 (9%)
Small Rural Communities	46	5	17,439 (2%)
Resort/Retirement/Artistic	37	4	12,864 (2%)

\* Comparable data not available

\*\* October 1981

\*\*\* Percent of enrollment in grades 9-12

# Education in Massachusetts

## **2. Educational Personnel:**

	1980	1989
<b>Teachers</b>		
Regular Education	63,357	53,606
Special Education	9,075	10,522
TBE/ESL	1,315	2,015
Occupational Education	2,745	2,542
 <b>Total Teachers</b>	 76,492	 68,685
<b>Total Administrators</b>	4,928	4,138
 <b>Average Teacher Salary</b>	 \$17,253	 \$32,221

## **3. School Districts and Schools: 1988-89**

<b>School Districts</b>	
City	39
Town	235
Regional Academic	55
Regional Voc-Tech	26
Independent Vocational	3
County Agricultural	3
Non-Operating Districts	77
 <b>Total School Districts</b>	 438
<b>Total Operating Districts</b>	361
 <b>Schools</b>	
Elementary	1,230
Middle/Junior High	262
High Schools	302
Other	23
 <b>Total Schools</b>	 1,817

## **4. Educational Collaboratives: FY '88**

<b>Number Collaboratives</b>	36
<b>Students Served</b>	6,000

## **5. Early Childhood Education : FY '90**

<b>Program</b>	<b>Number Served</b>	<b>Funding (millions)</b>
Chapter 188	14,000	\$7.4
Headstart	8,000	\$6.0
P.L. 99-457 (Federal)	10,000	\$5.3
<b>Total</b>	<b>32,000</b>	<b>\$18.7</b>

## **6. Adult Basic Education: FY '90**

<b>Number Served</b>	36,000
<b>Funding (millions)</b>	
State	\$3.9
Federal	\$3.4
Federal Discretionary	\$3.0
<b>Total State and Federal</b>	<b>\$10.3</b>
 <b>GED Certificates Issued (1989)</b>	 8,655

## **7. Educational Finance**

### **Wealth (Equalized Property Valuation Per Person): FY'89**

State Average	\$64,284
High(Chatham)	\$257,686
Low (North Adams)	\$21,112

### **Spending Per Pupil: FY'89**

State Average	\$4,677
High(Lincoln)	\$7,701
Low (Douglas)	\$3,068

### **Wealth and Spending Disparity Ratios: FY '89**

	Wealth	Spending
High to Low	12.0	2.5
High to Average	4.0	1.6
Average to Low	3.0	1.5

## **7. Educational Finance (cont.): School Revenues FY'86-FY'90**

<b>Source</b>	<b>FY'86</b>	<b>FY'87</b>	<b>FY'88</b>	<b>FY'89</b>	<b>FY'90*</b>
Local	56.2%	53.0%	56.6%	57.6%	65.5%
State	38.5%	42.5%	39.2%	37.9%	30.2%
Federal	5.3%	4.6%	4.2%	4.4%	4.4%
 <b>Total Revenues (Billions)</b>	 \$3.57	 \$3.88	 \$4.23	 \$4.58	 \$4.94

\* Revenues for FY'90 were estimated, and subject to revision.

# Education in Massachusetts

## 8. Curriculum

High School Graduation Requirements: Class of 1988 (Locally Determined)		
	Avg. # Yrs	# Yrs/ % of Districts
English	4.0	4/98%
Mathematics	2.2	3/31%
Science	2.0	3/16%
Social Studies	2.4	3/39%
Foreign Language	0.2	2/6%

Advanced Placement Programs (1989)		
	Schools with AP	
Massachusetts		57%
United States		38%

## 9. Testing Programs

### MA Basic Skills

Percent Passing All Three Tests			
	1987	1988	1989
Grade 3	85.3%	87.6%	87.7%
Grade 6	79.1%	82.8%	84.2%
Grade 9	76.3%	78.6%	81.8%

### MA Curriculum Assessment: 1990 Results

	Medium Proficiency	High Proficiency
Grade 4	60%	17%
Grade 8	56%	22%
Grade 12	55%	24%

### SAT: 1990 Results

	U.S.	MA
Percent Taking	40%	72%
Average Verbal	424	427
Average Math	476	473

## 10. Selected Educational Indicators: 1988-89

### Dropout Rates

Annual Rate	4.9%
Proj. 4-Year Rate	18%

### Grade Retention Rates

Elementary	2.7%
Middle	2.1%
High	4.5%
Total	3.1%

### Out-of School Suspension Rates

Elementary	0.6%
Middle	7.8%
High	11.0%
Total	5.3%

### In-School Suspension Rates

Elementary	0.3%
Middle	7.4%
High	16.1%
Total	6.6%

### Truancy Rates

Elementary	0.4%
Middle	3.5%
High	7.2%
Total	3.4%

### Attendance Rates

Elementary	93.9%
Middle	92.5%
High	90.4%
Total	92.6%

### Plans of High School Graduates

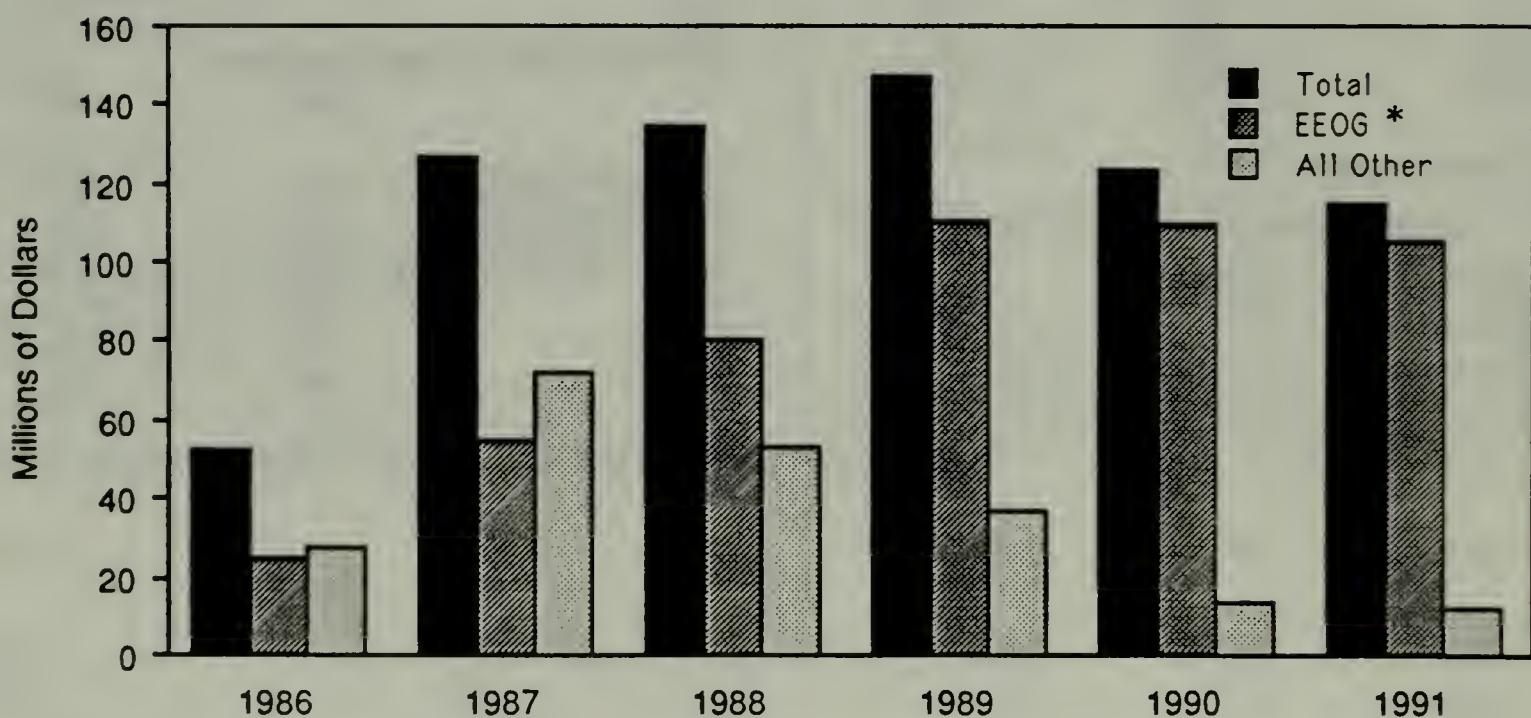
	1980	1988
Four-Year Colleges	39%	45%
Two-Year Colleges	15%	18%
Other Post Secondary	5%	4%
Work	31%	24%
Military	4%	3%
Other	6%	5%

# Education in Massachusetts

## 11. State Supported School Reform Initiatives: Chapters 188 and 727

	(Millions of Dollars)					
	1986	1987	1988	1989	1990	1991
<b>Chapter 188 Equal Educational Opportunity</b>	<b>25.1</b>	<b>55.1</b>	<b>80.7</b>	<b>110.2</b>	<b>109.6</b>	<b>105.5</b>
<b>Other Chapter 188/727 Programs</b>						
Horace Mann Teacher	-	6.8	7.2	7.4	0.9	0.5
Minimum Teacher Salary	3.0	4.9	1.1	1.5	-	-
Professional Development	19.9	31.3	11.0	-	-	-
School Improvement	4.2	8.4	12.1	7.6	1.3	1.3
Carnegie Schools	-	-	-	0.25	0.23	0.17
Commonwealth Leadership Academy	-	0.25	0.25	0.23	0.20	-
Essential Skills	-	10.55	9.25	9.00	3.30	2.22
Education Technology	-	-	0.50	0.60	0.10	0.00
Early Childhood	-	7.09	10.53	10.00	7.50	6.92
Lucretia Crocker	-	0.60	0.50	0.50	0.50	0.47
Professional Development Schools	-	-	-	0.09	0.09	-
Science Kits	-	0.84	1.01	-	-	-
Instructional Materials	-	0.85	-	-	-	-
<b>Total All Other</b>	<b>27.2</b>	<b>71.7</b>	<b>53.4</b>	<b>37.2</b>	<b>14.1</b>	<b>11.6</b>
<b>Total Chapter 188 and Chapter 727</b>	<b>52.3</b>	<b>126.8</b>	<b>134.1</b>	<b>147.4</b>	<b>123.6</b>	<b>117.1</b>
<b>Related Grant Programs</b>						
Commonwealth Inservice Institute	0.37	0.90	0.86	0.86	0.82	0.52
Health Education and Human Services	-	0.40	1.40	1.40	1.30	1.16
Gifted and Talented	0.07	0.90	1.00	0.75	-	-

**Chapter 188 and Chapter 727 Funding: Fiscal Years 1986-1991**



\* Equal Educational Opportunity Grants

## Appendix Sources, Notes, and Selected Definitions

All sources cited are Massachusetts Department of Education reports and publications.

### 1. Enrollment

#### Sources

*Individual School Report*, October 1980 and 1989

*School Summary Report*, October 1980 and 1989

*Occupational Education Report*, October 1980 and 1988

*End of Year Pupil and Financial Report*, 1980-81, and 1988-89

#### Notes and Selected Definitions

Public	Students enrolled in local public, independent vocational, academic regional, vocational-technical, and county agricultural schools systems.
Non-public	Students enrolled in both parochial and private schools.
Grades 13-14	Students enrolled in post-graduate programs.
Ungraded	Ungraded students are primarily in special needs programs; however, they do not constitute the total special needs population (see Special Education).
Linguistic Minority	Students whose first language is not English.
Low Income	Students ages 5-17 whose families receive AFDC (Aid to Families with Dependent Children). AFDC counts are provided by the Department of Public Welfare.
Chapter 1	A federal grant program to meet the needs of educationally disadvantaged children. School districts serving children whose families receive AFDC are eligible to receive funds.
Transitional Bilingual Education	Counts are based on the number of students who cannot perform regular classroom work in English. Approximately 85% of these students are enrolled in TBE programs. The remainder, the majority of whom attend schools in districts with insufficient enrollments to offer TBE programs, may receive English-as-a-second language services.
Special Education	The provision of special education is mandated by Massachusetts' special education law, Chapter 766, and federal law, P.L. 94-142. Both laws mandate specifically designed instruction and related services for those students found in need of special education.

Voc-Tech Education	Counts are based on students enrolled in programs approved under Chapter 74 of the Massachusetts General Laws. These students are enrolled in regional or town vocational-technical high schools and comprehensive high schools.
Occupational Education	Counts are based on students enrolled in occupational education programs not approved under Chapter 74. Such programs include office occupations and technical education. Occupational education students commonly attend "comprehensive" high schools, and are enrolled in occupational programs for a minimum of 10 periods per week.
Kind of Community	A community classification scheme based on 15 socio-economic and demographic variables.

## 2. Educational Personnel

### Sources

*School Summary Report, October 1989*  
*End of Year Pupil and Financial Report, 1988-89*

### Notes and Selected Definitions

Teachers	Certified teachers and other instructional staff including media specialists, guidance counselors, school psychologists, librarians and substitutes.
Administrators	Includes superintendents, assistant superintendents, school business administrators, principals, guidance directors, and other supervisors/directors.
Average Teacher Salary	Total professional teaching salaries divided by FTE teachers reported at the end of Fiscal 1989.

## 3. Districts and Schools

### Source

*School Directory, 1989*

### Notes and Selected Definitions

Non-Operating Districts	Districts in which there are no operating schools. Students from these districts most commonly attend school in regional school districts.
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### Type of School

Elementary Schools
Middle/Junior High
High Schools
Other Schools

### Common Grade Configurations

K-3, K-4, K-5, K-8
5-8, 6-8, 7-8, 7-9
7-12, 9-12, 10-12
Ungraded schools

#### **4. Educational Collaboratives**

<u>Source</u>	<i>Collaborative Report, 1987-88</i>
Educational Collaboratives	Educational collaboratives are formed through an agreement among two or more school committees to provide educational programs or services for their member school systems. Agreements are approved by the Commissioner of Education under provisions of Chapter 40, Section 4E of the Massachusetts General Laws. The majority of students enrolled in collaborative programs have special education needs.
Students Served	An approximate figure of the number of students served by educational collaboratives on a full-time basis.

#### **5. Early Childhood Education**

Sources:  
*A Snapshot of Support for Public Education: 1990*

<u>Notes and Selected Definitions</u>	
Chapter 188 Early Childhood	Discretionary funds to plan, implement and expand early childhood programs. Types of programs eligible for funding include programs for 3- and 4-year old children, enhanced kindergarten classes, and programs combining early childhood and day care. Priority is given to sites with high number of low income families.
Headstart	A federally funded pre-school program for children in low-income families. The program also includes health and other social services for Headstart parents.
P.L. 99-457	These funds are provided to assist local school systems and other early childhood service providers in the development of integrated programs for young special needs students.

#### **6. Adult Basic Education**

<u>Source</u>	<i>Adult Basic Education End of Year Statistical Report, 1990</i>
Adult Basic Education	State and federally funded programs include basic education, English as a Second Language, high school preparation and prevocational training. The priority population is low income and undereducated adults.
Federal Discretionary Funding for ABE	Discretionary grant programs include Adult Education for the Homeless, State Legalization Impact Assistance Grants (SLIAG), and Workplace Education.
GED	General Equivalency Development

## **7. Educational Finance**

### Source

*End of Year Pupil and Financial Report, 1988-89*

### Notes and Selected Definitions

#### **Spending Per Pupil**

The total integrated cost per pupil computed by dividing a town's total integrated cost by the net average membership. A district's net average membership is the sum of pupils in local schools, other public school districts, and in special needs day and residential schools.

#### **Equalized Property Valuation Per Person**

This is the full market value of all taxable real property divided by the population. Figures provided by the Department of Revenue

#### **Wealth and Spending Disparity Ratios**

These ratios indicate the relative disparities in wealth (in terms of real property) and spending on education between school districts in the Commonwealth. For example, the spending disparity ratio between the highest spending district and lowest spending district is  $\$7,701/\$3,068 = 2.5$ .

#### **Local Revenues**

Local tax levies as well as other revenues such as tuitions.

#### **State Revenues**

Chapter 70 (State Aid for Education) and all other state supported programs for public education.

## **8. Curriculum**

### Source

*Chapter 188 School District Report, 1986-87*

### Notes and Selected Definitions

#### **Graduation Requirements**

The number of years of instruction required for graduation for the Class of 1988 as determined by local school committee policy. The National Commission on Excellence recommends the following graduation requirements: 4 years of English, and 3 years each in mathematics, science and social studies.

## **9. Testing Programs**

### Sources:

*Massachusetts Basic Skills Testing Program Results* (reports for 1987, 1988 and 1989)

*Massachusetts Educational Assessment Program: 1990 Statewide Summary Admissions Testing Program Scores - 1989 Update*

### Notes and Selected Definitions

#### **Massachusetts Basic Skills Testing Program**

The purpose of Basic Skills Testing is to identify students who have not mastered basic skills. The test, authorized under Chapter 188, is administered to students in grades 3, 6

and 9 in reading, mathematics and writing. The passing standard for each test in 1989 was 65% correct.

**Massachusetts  
Educational Assessment  
Testing Program**

The purpose of the assessment program, established under Chapter 188, is twofold: to furnish information to improve curriculum and instruction; and to provide reliable results for comparisons at the school, district, and state levels using scaled scores. The tests are administered in grades 4, 8 and 12 in reading, mathematics, science and social studies.

**Proficiency Levels**

In addition to scaled test scores, proficiency levels are used to describe students' performance on assessment tests. There are four proficiency levels. In 1990, across all grades, nearly all students (89%) attained the first level or above, while the majority reached the second level or above (59%). The other two levels, which typically require higher order thinking skills, were attained by fewer students; 19% attained the third level or above, and 5% the fourth level.

**SAT**

**Scholastic Aptitude Test**

**10. Selected Educational Indicators**

**Sources**

*Massachusetts Attendance and Truancy Report, 1987-88*

*Dropout Rates in Massachusetts Public Schools: 1989*

*Chapter 188 Individual School Report, 1988-89*

*Distribution of High School Graduates, Class of 1980 and 1988*

**Notes and Selected Definitions**

**Dropouts**

Students ages 16 and older who leave school prior to graduating for reasons other than transfer to another school.

**Grade Retentions**

Students who were not promoted in June 1989 and repeated a grade in the 1989-90 school year.

**Suspensions**

Students who were removed from regular school activities for up to 10 consecutive days.

**Truants**

Students who were absent and not excused by school district policy.

**Attendance**

Attendance rate were derived by comparing average daily membership to average daily attendance.

## **11. School Reform Initiatives: Chapters 188 and 727**

### **Sources:**

*Chapter 188 Snapshot of Program Implementation, 1987, 1988, 1989  
A Snapshot of Support for Public Education, Fiscal Year 1990*

### **Notes and Selected Definitions**

#### **Chapter 188**

Chapter 188, the School Improvement Act of 1985, marked the first wave of school reform in the state. The comprehensive bill established a number of grant programs to promote educational equity and excellence and to increase the state's role in assisting local school districts.

#### **Chapter 727**

Chapter 727, An Act Enhancing the Teaching Profession and Recognizing Educational Achievement, was passed in January 1988. Considered to be the second wave of school reform legislation in the Commonwealth, Chapter 727 provided incentives for innovative changes in school governance and organization and the development of long-range individual school plans in communities where high numbers of students lack competency in basic skills.



